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AUTHOR Wilkes, Sam T.; Blackbourn, Joe M.
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ABSTRACT

The purpose of the project described in this report was to develop an instrument that would measure the zones of indifference of teachers to typical directives issued by administrators. Zones of indifference describe the extent to which people will respond to orders or directives issued by authority figures. The following procedures were followed in the development of the instrument. One hundred twenty-five teachers submitted 134 usable items of typical directives issued by their supervising administrator. The items fit into four categories of acceptability, ranging from acceptable without question to clearly unacceptable. These items were then field-tested with 104 teachers in four states. Various computer manipulations, including a principal component analysis of the responses, identified two factors or sets of items. One set appears to explain variables describing teacher-determined practices while the other covers administrator-determined policy. The appendices contain the initial instrument of 134 items, the computer analysis results, and the final instrument of 78 items labeled as to the factor each item represents. (Author/MLF)

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# The Design of an Instrument to Measure Zones of Indifference of Teachers to Directives Issued by Administrators

by

Sam T. Wilkes
Professor of Educational Leadership
Mississippi State University

and
Joe M. Blackbourn
Professor of Educational Leadership
Mississippi State University

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Bureau of Educational Research and Evaluation
Mississippi State University
Mississippi State, MS 39762

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## Introduction

Authority relationships in modern societal organizations are still practiced from the traditional viewpoint. Society delegates to the controlling institution the power to structure the needed institutions that exist to provide the services perceived as being needed by society. Through this structure authority positions are created in the organizations.

The public school system as a societal institution is strongly structured with authority positions. School boards, superintendents, and principals have all been well established as positions of authority from which communications in the form of directives are issued.

Compliance with these directives is supported due to the legitimacy of position; however, the legitimization of authority does not guarantee the degree of compliance expected by administrators of the organization.

Contrary and in contrast to traditional concepts of authority, Chester Barnard described an acceptance theory of authority that results in diverse compliance behavior. As defined by Barnard, authority

> "...is the character of a communication (order) in a formal organization by virtue of which it is accepted by a contributor to or 'member' of the organization as governing the action he contributes; that is, as governing or determining what he does or is not to do so far as the organization is concerned.... Therefore under this defininition the decision as to whether an order has authority or not lies with the person to whom it is addressed, and does not reside in 'persons of authority' or those who issue these orders."[1]

In the explanation of and to facilitate the acceptance theory of authority, Barnard introduced the concept "zones of indifference," which describes the extent to which people will respond to orders or directives

[1]Chester I. Barnard, The Functions of the Executive (Cambridge, Massachusetts: Harvard University Press, 1948), p. 163.

issued by authority figures. This concept suggests that some orders are clearly unacceptable, while some would be somewhat neutral, and others would be unquestionably acceptable. With regard to this concept it is further suggested that this "zone of indifference" will be wider or narrower with different individuals within the organization. This concept suggests that the difference in the zone size is created by the degree to which the inducements exceed the consequences which determines the individual's adhesion to the organization.[2]

Other researchers have investigated the concept of the "zone of indifference," but from a positive frame of reference. Fiedler,[3] Simon,[4] and Kunz[5] utilized this concept in writing and research but in doing so used the term "zone of acceptance" to avoid a negative connotation.

These earlier writings occurred during periods when administrator-teacher relationships may have been more positive. Within the past ten years, evidence of teacher militancy, negotiations, teacher strikes, and teachers leaving the teaching profession indicates that present administrator-teacher relationships have grown more to an adversary situation. It is apparent that present relationships could indicate a negative environment. Additionally, it appears that the present would be an appropriate time to

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[2]Ibid., p. 169.

[3]Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, Inc., 1967).

[4]Herbert Simon, Administrative Behavior (New York: The Free Press, 1968).

[5]Daniel Walter Kunz, "Leader Behavior of Principals and the Professional Zone of Acceptance of Teachers" (Unpublished Ed.D. dissertation, School of Education, Rutgers University, 1973).

use the concept "zones of indifference" with the negative connotation as a means of measuring teacher responses to administrator directives.

## Statement of the Problem

The purpose of this project was to develop an instrument that would measure the zones of indifference of teachers to typical directives issued by administrators. Additionally, areas of directive influence were to be identified.

## Zones of Indifference Instrument

A review of the literature indicated no scale or instrument that utilizes zones of indifference as indicators of how teachers respond to directives issued by administrators. Therefore, it was determined that the time was appropriate to develop an instrument that would describe zones of indifference and identify areas of response to administrative directives.

One hundred twenty-five teachers were requested to submit two typical directives issued by their supervising administrator that would fit into the following categories:

1. Those you comply with without question;
2. Those you comply with but mentally question the authority of the principal to issue;
3. Those directives issued by the principal that you mentally question the authority of, but alter the application more in keeping with what you think should be done; and
4. Those directives issued by the principal that you question mentally and refuse compliance with unless forced to do so.

Upon receipt of the suggested items by categories, duplicate and similar items were combined. Some items were reworded for clarification purposes without losing the meaning of the item. All items were placed in present tense and active voice for consistency purposes.

From the process the total of all suggested items was reduced to one hundred thirty-four useable items. The items were placed in the suggested categories and consecutively numbered. Utilizing a table of random numbers the useable items were placed in the order as they appeared on the instrument that was responded to by one hundred four teachers in the following states and grade levels (Appendix A):

| State | Elementary | Junior High | Secondary | Total |
|---|---|---|---|---|
| Florida | 5 | | 4 | 9 |
| Georgia | | | 10 | 10 |
| Mississippi | 24 | 19 | 37 | 80 |
| Tennessee | | 5 | | 5 |
| Total | 29 | 24 | 51 | 104 |

## Analysis of Instrument

Subjects' responses on the 134 items of the instrument were subjected to a principal component analysis through the program reported in the biomedical computer program series, BMDP-4M (Dixon, 1975).[6] A preliminary inspection of the data reduced the number of potential factors to five. These five factors explained approximately 65% of the total variance of the instrument. Eighty items from the original 134 items were then selected for further study. Items deleted were those which loaded least on the five factors. All items retained loaded at least .40 on one of these factors.

[6] W. J. Dixon, BMPD Biomedical Computer Programs (Berkeley: University of California Press, 1975).

On the basis of image analysis and oblique rotation of factors, the number of factors was reduced to four and then to three. Kaiser's second generation Little Jiffy solution reported by Dixon (1975) was employed for this purpose. At the three factor stage, approximately 56% of the variance associated with the 80 items was found to be explained by the three derived constructs. Two of the factors appeared to explain variables describing Teacher determined practice and Administrator determined policy. The third factor, associated with only a tiny portion of the variance, appeared to be a mixed factor. It loaded on items which logically could belong to one or the other of the first two factors.

A principal component analysis programmed to describe only two factors was then completed. Both orthogonal and oblique rotations of the factors resulted in similar configurations of factor structure. The data reported are those describing factors derived from orthogonal rotation. This decision was made since the orthogonal rotation identified factors which are independent of each other. Logical adjustments were made to transfer some of the items from the factor on which they loaded most, if the item did correlate at least .255 with the factor in which it was placed. The resulting two factors are associated with 52% of the total variance. Additionally, two items were deleted due to non-loading on either factor resulting in 78 useable items.

Alpha coefficients measuring internal reliability for the two factors and the total instrument were as follows: factor 1, .92; factor 2, .92; and the total instrument, .95.

## Factor 1 - Teacher Determined Practice

The following five items of the original instrument with the highest loading portray the extent to which these directives are associated with practices generally determined by teachers:

| Item | Directive |
|---|---|
| 45 | Select teaching procedure for classroom usage. |
| 126 | Establish the practice for teachers to collect student activity fees. |
| 128 | Allow the principal to schedule classroom activities. |
| 46 | Structure the standardization of classroom furniture arrangement. |
| 57 | Require teachers to perform task that maintenance or custodial personnel are hired to do. |

Appendix B contains the sorted rotated loading and mean average or each item of this factor. Additionally, a shortened description of the item is provided.

## Factor 2 - Administrator Determined Policy

The following highest loaded items of the original instrument indicate items that were considered administrator determined:

| Item | Directive |
|---|---|
| 121 | Direct teachers to refrain from expressing opinions about community problems. |
| 102 | Make assignments of teachers as sponsors to student club activities. |
| 97 | Require teachers to stand while teaching class. |
| 123 | Prohibit the use of corporal punishment as a method of punishment. |
| 114 | Prohibit teachers from leaving the school during school hours. |

Appendix C contains the sorted rotated loading and mean average of each item of this factor. Additionally, a shortened description of the item is provided.

In conclusion, the identification of the two factors, administrator determined policy and teacher determined practice, with the application of the "zones of indifference" to the items of these factors supports congruency with the theories of Barnard in the area of authority relationships. The final instrument (Appendix D) contains the final 78 items selected and labeled as to the factor each item represents.

Obviously, further testing utilizing larger samples will be required to strengthen the value of the instrument as a means of measuring different responses of teachers to directives issued by administrators.

## APPENDIX A

### ZONES OF INDIFFERENCE INSTRUMENT

The items in this instrument are typical of directives that are given within a school organization by an administrator. Please respond to each item in terms of how you would react to the directive.

The purpose of this instrument is to secure a description of the different patterns in which teachers behave when directives are given by administrators. The instrument will be examined to identify the zones of indifference to directives given by administrators to teachers in your school. From this examination, a profile of the zones of indifference of your school will be constructed.

## MARKING INSTRUCTIONS

Printed below are typical responses by teachers to directives issued by an administrator and a sample item found in the Zones of Indifference Instrument:

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

SAMPLE:

Indicate how you would respond to the following directives issued by an administrator that would:

Provide directions concerning how personal leave should be utilized by teachers. 1 2 (3) 4

In this example the respondent circled alternative 3 to show that their response to this directive is best described by the behavior in that response. Of course, any of the alternatives could be selected, depending upon the response to the directive described in the item.

Please mark your response clearly, as in the example. Please be sure that you mark every item. Circle the numeral which most accurately represents your response to the directive in each item. Either a pencil or pen may be used.

BIOGRAPHICAL INFORMATION

5-7 School:_____
(Write in the name of your school)

Please place a check mark to the right of the appropriate category.

| | | | |
|---|---|---|---|
| 8. | Grade Taught: | 1 - 3 | 1_____ |
| | | 4 - 6 | 2_____ |
| | | 7 - 9 | 3_____ |
| | | 10 - 12 | 4_____ |
| 9. | Sex: | Man | 1_____ |
| | | Woman | 2_____ |
| 10. | Age: | 20-29 | 1_____ |
| | | 30-39 | 2_____ |
| | | 40-49 | 3_____ |
| | | 50-59 | 4_____ |
| | | 60 or over | 5_____ |
| 11. | Years of experience in education | 0-9 | 1_____ |
| | | 10-19 | 2_____ |
| | | 20-29 | 3_____ |
| | | 30 or over | 4_____ |
| 12. | Years at this school | 0-4 | 1_____ |
| | | 5-9 | 2_____ |
| | | 10-19 | 3_____ |
| | | 20 or over | 4_____ |

## RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.
2. A directive you would comply with but mentally question the authority of the administrator to issue.
3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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Indicate how you would respond to the following directives issued by an administrator that would:

| | | |
|---|---|---|
| 1. | Provide for the enforcement by teachers of general rules governing student conduct at school. | 1 2 3 4 |
| 2. | Attempt to structure discussion of school policy, problems, or procedure by teachers with members of the community unless a positive approach is evident. | 1 2 3 4 |
| 3. | Establish heating and cooling regulations for the classroom. | 1 2 3 4 |
| 4. | Establish a procedure for teachers to "sign-in" and "sign-out" for the school day. | 1 2 3 4 |
| 5. | Give directions to advance a student to another level when the present progress of the student is not satisfactory. | 1 2 3 4 |
| 6. | Prescribe procedure for the conduct of club activities. | 1 2 3 4 |
| 7. | Require attendance at staff-development activities. | 1 2 3 4 |
| 8. | Instruct teachers to attend open house activities. | 1 2 3 4 |
| 9. | Establish grading procedures to be used by teachers. | 1 2 3 4 |
| 10. | Give directions for the changing of classroom bulletin boards at regular intervals. | 1 2 3 4 |
| 11. | Structure a daily morning devotional activity in the classroom. | 1 2 3 4 |
| 12. | Require supervision of students after school hours for those students who have to stay after school to make up assignments. | 1 2 3 4 |
| 13. | Require participation in the teacher evaluation program. | 1 2 3 4 |
| 14. | Designate specific topics to be taught at specific times. | 1 2 3 4 |
| 15. | Require teachers to have students recite "The Lord's Prayer" in the homeroom or classroom. | 1 2 3 4 |
| 16. | Make assignment to study committees of the school. | 1 2 3 4 |
| 17. | Require attendance at P.T.A. meetings. | 1 2 3 4 |

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.
2. A directive you would comply with but mentally question the authority of the administrator to issue.
3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| 18. | Require participation in a curriculum study group. | 1 2 3 4 |
| 19. | Require a six weeks grade report to the administration. | 1 2 3 4 |
| 20. | Question non-attendance of teachers at professional meetings. | 1 2 3 4 |
| 21. | Provide additional time for student classroom assignment conferences. | 1 2 3 4 |
| 22. | Structure seating arrangement of students in assemblies. | 1 2 3 4 |
| 23. | Insist upon personal comments on grade sheets in each instance of a decline in student achievement. | 1 2 3 4 |
| 24. | Require ability grouping of students. | 1 2 3 4 |
| 25. | Dictate the use of only adopted textbooks in the classroom. | 1 2 3 4 |
| 26. | Be related to membership in professional organizations. | 1 2 3 4 |
| 27. | Place ultimate concern on the student. | 1 2 3 4 |
| 28. | Determine method to be used in the handling of classroom discipline problems. | 1 2 3 4 |
| 29. | Prohibit students from using the library during classtime without teacher supervision. | 1 2 3 4 |
| 30. | Require the grading of English usage in all subjects taught. | 1 2 3 4 |
| 31. | Direct teachers to alter records to indicate accreditation compliance. | 1 2 3 4 |
| 32. | Require a written proposal for all planned field trips. | 1 2 3 4 |
| 33. | Require written goals and objectives of teachers. | 1 2 3 4 |
| 34. | Prescribe testing schedules and procedures. | 1 2 3 4 |
| 35. | Specify methods to be used in teacher-parent relations. | 1 2 3 4 |
| 36. | Require maintanance of accurate school classroom records. | 1 2 3 4 |
| 37. | Suggest the use of a teacher's name to order supplies for other teachers. | 1 2 3 4 |
| 38. | Schedule the use of planning time for supervising another teacher's class who is out on some school activity. | 1 2 3 4 |

## RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.
2. A directive you would comply with but mentally question the authority of the administrator to issue.
3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| 39. | Establish a policy of student grade reduction for unexcused absences and tardies. | 1 2 3 4 |
| 40. | Forbid the use of tobacco by teachers at school. | 1 2 3 4 |
| 41. | Determine the time of the teachers' workday. | 1 2 3 4 |
| 42. | Direct teachers to meet the parents for conference. | 1 2 3 4 |
| 43. | Require extra assignments that would reduce time for classroom instruction. | 1 2 3 4 |
| 44. | Require long-range lesson plans. | 1 2 3 4 |
| 45. | Select teaching procedures to be utilized in the classroom. | 1 2 3 4 |
| 46. | Structure the standardization of classroom furniture arrangement. | 1 2 3 4 |
| 47. | Provide for the monitoring of student behavior on the way to school and from school by teachers. | 1 2 3 4 |
| 48. | Prohibit the consumption of refreshment by teachers in the classroom. | 1 2 3 4 |
| 49. | Instruct teachers to teach content without regard to student acquisition level. | 1 2 3 4 |
| 50. | Require attendance at faculty meetings. | 1 2 3 4 |
| 51. | Prevent teachers from leaving school. | 1 2 3 4 |
| 52. | Require teacher participation in a census of school age children during or after school hours. | 1 2 3 4 |
| 53. | Question student religious beliefs and home life. | 1 2 3 4 |
| 54. | Establish directives requiring teachers to supervise school bus loading/unloading of students. | 1 2 3 4 |
| 55. | Establish a bi-monthly teaching meeting practice. | 1 2 3 4 |
| 56. | Provide a list of discipline cases handled by the teacher in the classroom. | 1 2 3 4 |
| 57. | Require teacher's to perform task that maintenance or custodial personnel are hired to do. | 1 2 3 4 |
| 58. | Schedule male/female teacher supervision of restrooms. | 1 2 3 4 |

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.
2. A directive you would comply with but mentally question the authority of the administrator to issue.
3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| 59. | Require teachers to purchase season football tickets. | 1 2 3 4 |
| 60. | Establish conditions under which corporal punishment could be administered. | 1 2 3 4 |
| 61. | Determine the test exemption policy. | 1 2 3 4 |
| 62. | Excuse students from classes to attend other school sponsored activities. | 1 2 3 4 |
| 63. | Allow the expenditure of school funds for extra-curricular activities. | 1 2 3 4 |
| 64. | Provide guidelines outlining student assignment requirements for classroom work. | 1 2 3 4 |
| 65. | Direct teachers to escort sick students home. | 1 2 3 4 |
| 66. | Involve altering a student's grade. | 1 2 3 4 |
| 67. | Be related to teacher involvement in political activities. | 1 2 3 4 |
| 68. | Direct all teachers to be on duty in the halls during the changing of classes. | 1 2 3 4 |
| 69. | Determine the amount of planning time per week. | 1 2 3 4 |
| 70. | Notify teachers of grade/subject assignments. | 1 2 3 4 |
| 71. | Establish the practice of planning individual student lesson prescriptions. | 1 2 3 4 |
| 72. | Require a teacher to supervise two classes in the same period in separate rooms. | 1 2 3 4 |
| 73. | Constitute running errands for the administration which are unrelated to the school program. | 1 2 3 4 |
| 74. | Assign school related duties outside the classroom involving no students. | 1 2 3 4 |
| 75. | Attempt to restrict topics that could be discussed in the lounge area. | 1 2 3 4 |
| 76. | Outline the policy concerning attendance at work. | 1 2 3 4 |
| 77. | Require a very low noise level to be maintained in the classroom. | 1 2 3 4 |

## RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.
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3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| 78. | Instruct teachers to accept a student into class after the suspension of the student. | 1 2 3 4 |
| 79. | Prohibit the keeping of report cards in the classroom. | 1 2 3 4 |
| 80. | Establish the policy of paying substitute teachers for sponsoring club activities or other extra-curricular activities. | 1 2 3 4 |
| 81. | Limit the number of graduate courses a teacher could be enrolled in after school hours. | 1 2 3 4 |
| 82. | Schedule duty assignments at times other than the required school day. | 1 2 3 4 |
| 83. | Allow the public to use classroom after hours. | 1 2 3 4 |
| 84. | Instruct each class to contribute a specified amount of money to the school activity fund. | 1 2 3 4 |
| 85. | Assign a student with a disciplinary record to your instructional group. | 1 2 3 4 |
| 86. | Prevent the early dismissal of classes by teachers. | 1 2 3 4 |
| 87. | Instruct teachers to monitor student classroom appearance in keeping with the school dress code. | 1 2 3 4 |
| 88. | Assign selected teachers to duties that are not assigned to the entire faculty. | 1 2 3 4 |
| 89. | Restrict teachers from restraining students from participation in the activity period. | 1 2 3 4 |
| 90. | Not allow athletes to participate in sports due to academic problems. | 1 2 3 4 |
| 91. | Require submission of lesson plans weekly by teachers. | 1 2 3 4 |
| 92. | Require strict adherence to the curriculum guide and/or daily lesson plan. | 1 2 3 4 |
| 93. | Structure teacher dress practices. | 1 2 3 4 |
| 94. | Direct all teachers to attend all school functions. | 1 2 3 4 |
| 95. | Structure student dress practices. | 1 2 3 4 |
| 96. | Require the issuance of student failure reports by teachers. | 1 2 3 4 |

## RESPONSE TO DIRECTIVES

1. A directive you would comply with without question.
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3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | | | | |
|---|---|---|---|---|---|
| 97. | Require a standing postion while teaching class. | 1 | 2 | 3 | 4 |
| 98. | Schedule teachers to supervise school-related meetings at school. | 1 | 2 | 3 | 4 |
| 99. | Provide the procedure for recording student absences. | 1 | 2 | 3 | 4 |
| 100. | Require attendance at an administrator/teacher conference. | 1 | 2 | 3 | 4 |
| 101. | Require the submission of abstentee and tardy reports every period of the school day. | 1 | 2 | 3 | 4 |
| 102. | Make assignments of teachers as sponsors to student club activities. | 1 | 2 | 3 | 4 |
| 103. | Require teachers to use the school cafeteria for lunch. | 1 | 2 | 3 | 4 |
| 104. | Provide guidelines determining advancement and retention practices. | 1 | 2 | 3 | 4 |
| 105. | Require the use of a teaching syllabus. | 1 | 2 | 3 | 4 |
| 106. | Provide guidelines concerning the manner by which sick leave should be utilized by teachers. | 1 | 2 | 3 | 4 |
| 107. | Schedule teacher to supervise P.E. classes during an unassigned period. | 1 | 2 | 3 | 4 |
| 108. | Schedule the utilization of teacher aids in the classroom instead of substitute teachers when the regular teacher is not present. | 1 | 2 | 3 | 4 |
| 109. | Establish the format for written lesson plans. | 1 | 2 | 3 | 4 |
| 110. | Schedule teachers to move to different rooms for instructional purposes. | 1 | 2 | 3 | 4 |
| 111. | Direct a teacher to alter attendance reports of students. | 1 | 2 | 3 | 4 |
| 112. | Determine specific staff development activities. | 1 | 2 | 3 | 4 |
| 113. | Require teachers to perform information gathering that other professionals are employed to do. | 1 | 2 | 3 | 4 |
| 114. | Prohibit teachers from leaving the school during school hours. | 1 | 2 | 3 | 4 |
| 115. | Schedule work days prior to the commencement of school without pay and not specified by contract. | 1 | 2 | 3 | 4 |

## RESPONSE TO DIRECTIVES

1. A directive you would comply with without question.
2. A directive you would comply with but mentally question the authority of the administrator.
3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.
4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| 116. | Require the keeping of an extensive record of library books that are issued to students. | 1 2 3 4 |
| 117. | Result in the lowering of grades for poor conduct by students. | 1 2 3 4 |
| 118. | Establish written job descriptions for teachers. | 1 2 3 4 |
| 119. | Indicate that classroom materials had been selected by the administration. | 1 2 3 4 |
| 120. | Require teacher direction of a staff development activity. | 1 2 3 4 |
| 121. | Direct teachers to refrain from expressing opinions about community problems. | 1 2 3 4 |
| 122. | Require an instant gathering of data for office purposes. | 1 2 3 4 |
| 123. | Prohibit the use of corporal punishment as a method of punishment. | 1 2 3 4 |
| 124. | Determine the length of exams to be administered. | 1 2 3 4 |
| 125. | Require the maintenance of discipline of students at all times in the classroom. | 1 2 3 4 |
| 126. | Establish the practice for teachers to collect student activity fees. | 1 2 3 4 |
| 127. | Structure teacher arrival at school prior to the designated time for the beginning of the school day. | 1 2 3 4 |
| 128. | Schedule classroom activities by the principal. | 1 2 3 4 |
| 129. | Prohibit the wearing of jeans by teachers. | 1 2 3 4 |
| 130. | Involve a teacher administering corporal punishment to another teacher's student. | 1 2 3 4 |
| 131. | Require the presence of teachers with students in the cafeteria. | 1 2 3 4 |
| 132. | Prohibit a teacher from being employed in another job. | 1 2 3 4 |
| 133. | Provide an individual teacher personnel file in the office. | 1 2 3 4 |
| 134. | Suggest an explanation by the teacher of personal life activities. | 1 2 3 4 |

## APPENDIX B

### Factor 1

Sorted Rotated Loading
Teacher Determined Practice

| Item | Nature of Item | Loading | *Mean Average |
|---|---|---|---|
| 45 | Select classroom teaching procedure | .684 | 2.90 |
| 126 | Collecting student activity fees | .624 | 1.81 |
| 128 | Classroom activities scheduled by principal | .624 | 2.73 |
| 46 | Standardization of classroom arrangment | .621 | 3.29 |
| 57 | Maintenance tasks by teachers | .612 | 3.23 |
| 64 | Assignment requirements for classroom work | .598 | 2.65 |
| 58 | Supervision of restrooms | .577 | 2.15 |
| 132 | Employment after school hours | .568 | 3.56 |
| 104 | Advancement and retention practices | .548 | 1.40 |
| 95 | Structure student dress practices | .542 | 1.60 |
| 93 | Structure teacher dress practices | .532 | 2.25 |
| 23 | Personal comments on grade sheets | .515 | 1.83 |
| 122 | Gathering data for office purposes | .512 | 2.44 |
| 79 | Keeping report cards in the classroom | .506 | 2.21 |
| 110 | Teacher movement to different rooms | .500 | 2.02 |
| 75 | Topics of discussion in the lounge | .488 | 3.40 |
| 82 | Duty assignments | .481 | 3.29 |
| 98 | Supervision of school-related meetings | .477 | 1.73 |
| 65 | Escorting sick students home | .469 | 3.19 |
| 10 | Changing classroom bulletin boards | .467 | 2.19 |
| 109 | Format for lesson plans | .449 | 2.02 |
| 29 | Student using library without teacher supervision | .447 | 1.92 |
| 77 | Low noise level in classroom | .430 | 2.08 |
| 35 | Methods in teacher-parent relations | .425 | 2.08 |
| 38 | Supervising another teacher's class | .420 | 2.06 |
| 44 | Long-range lesson plans | .418 | 2.54 |
| 129 | Teacher wearing jeans | .412 | 2.06 |
| 3 | Classroom climate regulation | .385 | 1.60 |
| 103 | Require use of cafeteria for lunch | .385 | 3.00 |
| 120 | Teacher direction of staff development | .375 | 2.23 |
| 56 | Required list of discipline cases | .374 | 2.00 |
| 43 | Reduced time for classroom instruction | .373 | 2.79 |
| 119 | Selection of classroom materials | .357 | 2.48 |
| 81 | Limitation on graduate classes | .353 | 3.29 |
| 130 | Administering punishment to another teacher's student | .350 | 2.92 |
| 25 | Adopted textbooks only | .340 | 2.42 |
| 133 | Individual teacher personnel file | .339 | 1.50 |
| 106 | Guidelines for sick leave | .315 | 1.75 |
| 33 | Written goals and objectives | .301 | 1.40 |
| 53 | Student religious beliefs | .289 | 3.54 |

*134 respondents

## APPENDIX C

### Factor 2

Sorted Rotated Loading
Administrator Determined Policy

| Item | Nature of Item | Loading | *Mean Average |
|---|---|---|---|
| 121 | Expressing opinions about community problems | .609 | 2.94 |
| 102 | Assignment of teachers to club activities | .597 | 2.33 |
| 97 | Stand while teaching class | .586 | 3.00 |
| 123 | Prohibit use of corporal punishment | .567 | 2.31 |
| 114 | Prohibit leaving school during school hours | .565 | 2.21 |
| 85 | Assignment of disciplinary problem to class | .559 | 1.88 |
| 48 | Prohibit refreshment in classroom | .557 | 2.02 |
| 87 | Monitor school dress code | .548 | 1.31 |
| 62 | Excuse students from classes | .542 | 1.50 |
| 60 | Administration of corporal punishment | .519 | 1.37 |
| 68 | Hall duty during class changes | .476 | 1.54 |
| 92 | Adherence to curriculum guide | .469 | 2.69 |
| 94 | Teachers attend all school functions | .469 | 2.98 |
| 16 | Assignment to study committees | .454 | 2.06 |
| 78 | Accept suspended student in class | .441 | 2.52 |
| 50 | Attendance at faculty meetings | .434 | 1.52 |
| 112 | Determine staff development activities | .432 | 1.79 |
| 54 | Supervise bus loading/unloading | .430 | 1.69 |
| 76 | Policy concerning attendance at work | .428 | 1.40 |
| 8 | Attend open house activities | .426 | 1.46 |
| 84 | Class contribution to activity fund | .426 | 3.29 |
| 69 | Teacher planning time per week | .422 | 1.85 |
| 127 | Teacher time arrival at school | .416 | 2.12 |
| 80 | Policy of paying substitute teachers | .414 | 2.69 |
| 41 | Time of the teachers' workday | .404 | 1.67 |
| 52 | Participation in school census | .397 | 2.79 |
| 4 | "Sign in" and "sign out" procedure | .393 | 1.71 |
| 42 | Meeting parents for conference | .393 | 1.88 |
| 51 | Refrain from leaving classroom | .389 | 2.31 |
| 131 | Presence of teachers in the cafeteria | .372 | 2.06 |
| 18 | Participation in curriculum study group | .370 | 1.60 |
| 124 | Length of exams administered | .364 | 2.35 |
| 61 | Test exemption policy | .344 | 1.73 |
| 74 | School related duties outside classroom | .314 | 2.33 |
| 28 | Methods of handling classroom problems | .305 | 1.90 |
| 39 | Student grade reduction for non-attendance | .278 | 2.31 |
| 7 | Required attendance at staff development activities | .265 | 1.48 |
| 17 | Attendance at P.T.A. meetings | .255 | 2.21 |

*134 respondents

## APPENDIX D

### ZONES OF INDIFFERENCE INSTRUMENT

The items in this instrument are typical of directives that are given within a school organization by an administrator. Please respond to each item in terms of how you would react to the directive.

The purpose of this instrument is to secure a description of the different patterns in which teachers behave when directives are given by administrators. The instrument will be examined to identify the zones of indifference to directives given by administrators to teachers in your school. From this examination, a profile of the zones of indifference of your school will be constructed.

* = Factor 1

** = Factor 2

## MARKING INSTRUCTIONS

Printed below are typical responses by teachers to directives issued by an administrator and a sample item found in the Zones of Indifference Instrument:

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

SAMPLE:

Indicate how you would respond to the following directives issued by an administrator that would:

Provide directions concerning how personal leave should be utilized by teachers. 1 2 (3) 4

In this example the respondent circled alternative 3 to show that their response to this directive is best described by the behavior in that response. Of course, any of the alternatives could be selected, depending upon the response to the directive described in the item.

Please mark your response clearly, as in the example. Please be sure that you mark every item. Circle the numeral which most accurately represents your response to the directive in each item. Either a pencil or pen may be used.

## BIOGRAPHICAL INFORMATION

5-7 School:_____
(Write in the name of your school)

Please place a check mark to the right of the appropriate category.

| | | | |
|---|---|---|---|
| 8. | Grade Taught: | 1 - 3 | 1_____ |
| | | 4 - 6 | 2_____ |
| | | 7 - 9 | 3_____ |
| | | 10 - 12 | 4_____ |
| 9. | Sex: | Man | 1_____ |
| | | Woman | 2_____ |
| 10. | Age: | 20-29 | 1_____ |
| | | 30-39 | 2_____ |
| | | 40-49 | 3_____ |
| | | 50-59 | 4_____ |
| | | 60 or over | 5_____ |
| 11. | Years of experience in education | 0-9 | 1_____ |
| | | 10-19 | 2_____ |
| | | 20-29 | 3_____ |
| | | 30 or over | 4_____ |
| 12. | Years at this school | 0-4 | 1_____ |
| | | 5-9 | 2_____ |
| | | 10-19 | 3_____ |
| | | 20 or over | 4_____ |

## RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refule compliance with unless forced to do so.

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Indicate how you would respond to the following directives issued by an administrator that would:

| | | | | | |
|---|---|---|---|---|---|
| * | 1. Establish heating and cooling regulations for the classroom. | 1 | 2 | 3 | 4 |
| ** | 2. Establish a procedure for teachers to "sign-in" and "sign-out" for the school day. | 1 | 2 | 3 | 4 |
| ** | 3. Require attendance at staff-development activities. | 1 | 2 | 3 | 4 |
| ** | 4. Instruct teachers to attend open house activities. | 1 | 2 | 3 | 4 |
| * | 5. Give directions for the changing of classroom bulletin boards at regular intervals. | 1 | 2 | 3 | 4 |
| ** | 6. Make assignment to study committees of the school. | 1 | 2 | 3 | 4 |
| ** | 7. Require attendance at P.T.A. meetings. | 1 | 2 | 3 | 4 |
| ** | 8. Require participation in a curriculum study group. | 1 | 2 | 3 | 4 |
| * | 9. Insist upon personal comments on grade sheets in each instance of a decline in student achievement. | 1 | 2 | 3 | 4 |
| * | 10. Dictate the use of only adopted textbooks in the classroom. | 1 | 2 | 3 | 4 |
| ** | 11. Determine method to be used in the handling of classroom discipline problems. | 1 | 2 | 3 | 4 |
| * | 12. Prohibit students from using the library during classtime without teacher supervision. | 1 | 2 | 3 | 4 |
| * | 13. Require written goals and objectives of teachers. | 1 | 2 | 3 | 4 |
| * | 14. Specify methods to be used in teacher-parent relations. | 1 | 2 | 3 | 4 |

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| * 15. | Schedule the use of planning time for supervising another teacher's class who is out on some school activity. | 1 2 3 4 |
| ** 16. | Establish a policy of student grade reduction for unexcused absences and tardies. | 1 2 3 4 |
| ** 17. | Determine the time of the teachers' workday. | 1 2 3 4 |
| ** 18. | Direct teachers to meet the parents for conference. | 1 2 3 4 |
| * 19. | Require extra assignments that would reduce time for classroom instruction. | 1 2 3 4 |
| * 20. | Require long-range lesson plans. | 1 2 3 4 |
| * 21. | Select teaching procedures to be utilized in the classroom. | 1 2 3 4 |
| * 22. | Structure the standardization of classroom furniture arrangement. | 1 2 3 4 |
| ** 23. | Prohibit the consumption of refreshment by teachers in the classroom | 1 2 3 4 |
| ** 24. | Require attendance at faculty meetings. | 1 2 3 4 |
| ** 25. | Prevent teachers from leaving school. | 1 2 3 4 |
| ** 26. | Require teacher participation in a census of school age children during or after school hours. | 1 2 3 4 |
| * 27. | Question student religious beliefs and home life. | 1 2 3 4 |
| ** 28. | Establish directives requiring teachers to supervise school bus loading/unloading of students. | 1 2 3 4 |
| * 29. | Provide a list of discipline cases handled by the teacher in the classroom. | 1 2 3 4 |

*Factor 1
**Factor 2

## RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| * 30. | Require teachers to perform task that maintenance or custodial personnel are hired to do. | 1 2 3 4 |
| * 31. | Schedule male/female teacher supervision of restrooms. | 1 2 3 4 |
| ** 32. | Establish conditions under which corporal punishment could be administered. | 1 2 3 4 |
| ** 33. | Determine the test exemption policy. | 1 2 3 4 |
| ** 34. | Excuse students from classes to attend other school sponsored activities. | 1 2 3 4 |
| * 35. | Provide guidelines outlining student assignment requirements for classroom work. | 1 2 3 4 |
| * 36. | Direct teachers to escort sick students home. | 1 2 3 4 |
| ** 37. | Direct all teachers to be on duty in the halls during the changing of classes. | 1 2 3 4 |
| ** 38. | Determine the amount of planning time per week. | 1 2 3 4 |
| ** 39. | Assign school related duties outside the classroom involving no students. | 1 2 3 4 |
| * 40. | Attempt to restrict topics that could be discussed in the lounge area. | 1 2 3 4 |
| ** 41. | Outline the policy concerning attendance at work. | 1 2 3 4 |
| * 42. | Require a very low noise level to be maintained in the classroom. | 1 2 3 4 |
| ** 43. | Instruct teachers to accept a student into class after the suspension of the student. | 1 2 3 4 |
| * 44. | Prohibit the keeping of report cards in the classroom. | 1 2 3 4 |

*Factor 1
**Factor 2

## RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| ** 45. | Establish the policy of paying substitute teachers for sponsoring club activities or other extra-curricular activities. | 1 2 3 4 |
| * 46. | Limit the number of graduate courses a teacher could be enrolled in after school hours. | 1 2 3 4 |
| * 47. | Schedule duty assignments at times other than the required school day. | 1 2 3 4 |
| ** 48. | Instruct each class to contribute a specified amount of money to the school activity fund. | 1 2 3 4 |
| ** 49. | Assign a student with a disciplinary record to your instructional group. | 1 2 3 4 |
| ** 50. | Instruct teachers to monitor student classroom appearance in keeping with the school dress code. | 1 2 3 4 |
| ** 51. | Require strict adherence to the curriculum guide and/or daily lesson plan. | 1 2 3 4 |
| * 52. | Structure teacher dress practices. | 1 2 3 4 |
| ** 53. | Direct all teachers to attend all school functions. | 1 2 3 4 |
| * 54. | Structure student dress practices. | 1 2 3 4 |
| ** 55. | Require a standing position while teaching class. | 1 2 3 4 |
| * 56. | Schedule teachers to supervise school-related meetings at school. | 1 2 3 4 |
| ** 57. | Make assignments of teachers as sponsors to student club activities. | 1 2 3 4 |
| * 58. | Require teachers to use the school cafeteria for lunch. | 1 2 3 4 |

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*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| * 59. | Provide guidelines determining advancement and retention practices. | 1 2 3 4 |
| * 60. | Provide guidelines concerning the manner by which sick leave should be utilized by teachers. | 1 2 3 4 |
| * 61. | Establish the format for written lesson plans. | 1 2 3 4 |
| * 62. | Schedule teachers to move to different rooms for instructional purposes. | 1 2 3 4 |
| ** 63. | Determine specific staff development activities. | 1 2 3 4 |
| ** 64. | Prohibit teachers from leaving the school during school hours. | 1 2 3 4 |
| * 65. | Indicate that classroom materials had been selected by the administration. | 1 2 3 4 |
| * 66. | Require teacher direction of a staff development activity. | 1 2 3 4 |
| ** 67. | Direct teachers to refrain from expressing opinions about community problems. | 1 2 3 4 |
| * 68. | Require an instant gathering of data for office purposes. | 1 2 3 4 |
| ** 69. | Prohibit the use of corporal punishment as a method of punishment. | 1 2 3 4 |
| ** 70. | Determine the length of exams to be administered. | 1 2 3 4 |
| * 71. | Establish the practice for teachers to collect student activity fees. | 1 2 3 4 |
| ** 72. | Structure teacher arrival at school prior to the designated time for the beginning of the school day. | 1 2 3 4 |
| * 73. | Schedule classroom activities by the principal. | 1 2 3 4 |

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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| | | |
|---|---|---|
| * 74. | Prohibit the wearing of jeans by teachers. | 1 2 3 4 |
| * 75. | Involve a teacher administering corporal punishment to another teacher's student. | 1 2 3 4 |
| ** 76. | Require the presence of teachers with students in the cafeteria. | 1 2 3 4 |
| * 77. | Prohibit a teacher from being employed in another job. | 1 2 3 4 |
| * 78. | Provide an individual teacher personnel file in the office. | 1 2 3 4 |

*Factor 1
**Factor 2

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